

21st Century Community Learning Centers Program

Instructions for Completing Application for a Grant

**Dr. Rick Melmer, Secretary
South Dakota Department of Education
Pierre, SD 57501-2291**

**Postmark Deadline for Applications:
February 22, 2008**

Deliver to:
South Dakota Department of Education
21st Century Community Learning Centers
Attn: Sue Burgard
700 Governors Drive
Pierre, SD 57501-2291

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM APPLICATION PACKAGE

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The State of South Dakota Department of Education reserves the right to cancel this solicitation if it is considered to be in its best interest. The State reserves the right to negotiate modifications to the application. The State reserves the right to reject any and all applications received as a result of this request for applications. The State reserves the right to consider equality in the geographic areas. The state reserves the right to consider the applicant’s previous experience with the 21st CCLC program, and grade levels served with this grant. The State reserves the right to visit sites prior to awarding of the grant to verify content of application. 21st Century Community Center funding is contingent upon federal appropriations to the U.S. Department of Education.

What is the 21st Century Community Learning Centers Program?

The 21st Century Community Learning Centers Program was authorized by congress under Title IV, Part B, of the No Child Left Behind Act of 2001.

The 21st Century Community Learning Centers (21st CCLC) program provides communities the ability to develop or expand on out-of-school time programs. These programs give students opportunities for academic enrichment and provide a broad array of additional services, including youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation, technology education and character education programs that are designed to reinforce and complement the regular academic program. The 21st CCLCs also benefit the families of eligible students by providing opportunities for literacy and related educational development.

The 21st CCLC program provides grants to programs that serve students that attend high poverty schools or schools that are eligible for school-wide Title I programs, to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the students and their families. 21st CCLCs enable communities to use public schools, or other facilities that are “at least as available and accessible to the students to be served as if the program were located in a public elementary school or secondary school” as community education centers providing academic enrichment, homework centers and tutors, keeping children safe after school and a range of cultural, developmental and recreational opportunities. Existing 21st CCLCs in South Dakota provide safe, drug-free, supervised, before and afterschool, weekend or summer havens for children, youth and their families.

Threshold eligibility is established by law; however, in addition to the threshold poverty requirement, there are priorities for programs. One such priority is for programs that will provide services to students and their families who attend schools that have been identified for school improvement for at least the prior school year and projects that are submitted jointly by at least one Local Educational Agencies (LEA/usually synonymous with a local school district), and a community organization. An exception to this required priority is made to LEAs that do not have qualified community organizations within reasonable geographic proximity.

What is the definition of a 21st Century Community Learning Center?

A 21st CCLC is an entity **within a public elementary, middle or secondary school building, or equally accessible and available building that** offers academic, artistic and cultural enrichment opportunities to students and their families during non-school hours(before or after school) or periods when school is not in session (including holidays, weekends or summer recess). According to section 4201 (b) of the program statute, a community learning center assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs. A 21st CCLC is operated by the grantee in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, local educational agencies (LEA), and cultural, recreational, and other community and human service entities. An LEA—usually synonymous with a school district—is an entity that is legally responsible within a state for providing public education to elementary and secondary students. The full definition of this term is set out in section 9101(26) of the No Child Left Behind Act.

Who is eligible to receive grants?

Eligible applicants are those who primarily serve students (and the families of those students) that attend:

1. Schools operating Title I schoolwide programs; or
2. Schools with 40% or more of their students eligible to participate in the free and reduced price lunch program. *Please note the feeder pattern concept described below for middle and high schools.*

The South Dakota Department of Education has determined that a program is “primarily” serving eligible students when over fifty percent of the students served by the grant are enrolled in these schools.

Flexibility on how to count children from low-income families in middle and high schools.

High school and middle school students are far less likely to participate in free and reduced price lunch programs than elementary students. In order to address this situation the applicant may use the “feeder pattern” concept. This concept allows the applicant to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary schools that feed into that school

EXAMPLE OF FEEDER PATTERN

ELEMENTARY

<u>SCHOOL</u>	<i>ENROLLMENT</i>	<i>LOW-INCOME #</i>
School A	568	364
School B	329	163
School C	588	262
School D	<u>836</u>	<u>277</u>
Total	2,321	1,066

Calculate average percentage of poverty for the four elementary school attendance areas by dividing the total number of low-income children by the total enrollment ($1,066 \div 2,321$). The average percentage of poverty is 45.92%.

Because these four elementary schools feed into the high school, the poverty percentage of the high school is projected to be 45.92%.

Where can 21st Century community Learning Centers be located?

21st Century Community Learning Centers Programs must be located in public school facilities or in facilities that are at least as available and accessible to the students to be served as if the program were located in a public elementary, middle, or secondary school.

Are there requirements for licensure if the applicant receives a 21st CCLC grant?

According to SDCL 26-6-14 (7), all before and after school programs are required to be licensed, regardless of funding source, to assure they meet minimum health, fire, and life safety standards. SDCL 26-6-27 does allow for an exemption for tutoring programs that strictly assist children with school work. There are training requirements as part of licensure, so be sure to allow funding for this in your application. For additional clarification contact Carroll Forsch at 1-800-227-3020.

Must an applicant collaborate with schools or other organizations?

Yes. Applicants must collaborate, to the extent possible, with LEAs (Local Education Agencies), public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges or universities), recreational, cultural, and other community service entities. If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. All LEAs/applicants receiving 21st CCLC grants must notify and offer program attendance to private schools in the attendance area. If you have a private school in your attendance area you must complete Attachment B in the application. (Also, see #10 in “General Assurances” attached to the application)

What is the definition of a “community-based organization”?

As defined in section 9101(6) of the “No Child Left Behind Act” the term ‘community-based organization’ means a “public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.”

What will be the time period, size and number of grants?

Time period: 21st Century Community Learning Center grants are for a period of five years. The grant will run from July 1-June 30 of each fiscal year. Continuation award letters are sent out annually based upon annual reviews and successful implementation of the program.

Size of grants: The range of grant awards will be a minimum of \$50,000 but not to exceed \$150,000 per year. An applicant with more than one site seeking to participate in this program is encouraged to submit a single application on their behalf, although applicants for very large populations may consider submitting more than one application, e.g., separate applications for school clusters in different neighborhoods. It is also possible for more than one smaller agency to apply for one grant together. The statute does not allow consideration for funding for any application that requests less than \$50,000.

Number of grants: The State of South Dakota estimates awarding approximately six grants for this round.

What kinds of program activities are required?

Applicants must propose an array of *inclusive and supervised services that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for children.* Applicants may also include a variety of other activities for children and community members, such as recreation; musical and artistic activities; health and nutrition programs; parent education classes; GED preparation; adult literacy courses; and opportunities to use advanced technology, particularly for those who do not have access to computers or telecommunications at home.

To receive a grant under this program, applicants must provide services that address the absolute priorities and must address at least four of the program activities stated in the law, as described below:

- | | |
|---|--|
| <ul style="list-style-type: none">(1) Provide academic enrichment and remedial activities to students to help the students meet state and local standards in the core content areas, including reading, math, and science, as well as to improve their overall academic achievement(2) Mathematics and science education activities(3) Arts and music education activities(4) Entrepreneurial education programs(5) Tutoring services (including those provided by senior citizen volunteers) and mentoring programs(6) Drug and violence prevention programs, counseling programs and character | <ul style="list-style-type: none">education programs(7) Programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement(8) Telecommunications and technology education programs(9) Expanded library service hours(10) Programs that promote parental involvement and family literacy(11) Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement(12) Recreational activities |
|---|--|
- Projects must offer programs that serve the families of participating students, are aligned to state school performance and content standards, comply with best practices, meet the principles of effectiveness, can be measured in terms of performance objectives, are scientifically based (if appropriate), and are calculated to achieve the intended outcomes.
 - Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to persons with disabilities and must comply with the equitable participation requirements for children attending private schools.

Use of Funds:

The applicant must use its 21st Century Community Learning Center funds to provide services as described in its application. Any proposed cost must be reasonable and necessary to carry out the program's purpose and objectives.

Non-allowable Uses of Funds:

- Proposal preparation costs
- Facility construction
- Vehicle Purchases

Supplanting:

Funds requested in this proposal must be used only to supplement the level of Federal, state, local, and other nonfederal funds, and not to replace any funds that would have been available to conduct activities if the 21st CCLC funds had not become available. See General Assurance #9 on page 9 of the application.

What are the components of a high-quality after-school program?

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart Afterschool Programs*, eight components are generally present in high-quality after-school programs. The eight components are:

- Goal setting, strong management, and sustainability
- Quality after-school staffing
- Attention to safety, health, and nutrition issues
- Enriching learning opportunities
- Linkages between school-day and afterschool personnel
- Evaluation of program progress and effectiveness
- Strong involvement of families
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement and youth groups

What priorities apply to this competition?

The Department shall give priority to those applications that:

1. Target services to students who attend schools that have been identified as in need of improvement;
2. Comprise organizations submitting a joint application consisting of a qualifying LEA (Local Education Agency) and at least one community based organization or other public or private entity. An exception to this required priority is made to LEAs that do not have qualified community organizations within reasonable geographic proximity

The State reserves the right to consider equality in the geographic areas and grade levels served as well as; previous experience with the 21st CCLC program The State reserves the right to visit sites prior to awarding of the grant to verify content of application.

What reports are required from successful grantees?

Each year, grantees must submit an *Annual Performance Report (APR)* that describes project activities, accomplishments, and outcomes. This evaluation is the 21st CCLC Profile and Performance Information Collection System (PPICS). The purposes of this evaluation are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Centers program.

Data collected on the PPICS includes information about goals; partnering organizations, time of operation; staff, activities provided, attendees (drop-ins and regular attendees), and comparison test score data in the areas of reading and math (advanced, proficient, basic, and below basic).

Grantees also must submit an annual report to the state which includes current data on programming, staffing, and progress on reaching goals. An end-of-the-year Project Completion financial report is also required.

What federal regulations apply to this program?

The following regulations in the Education Department General Administrative Rules (EDGAR) are applicable to the 21st Century Community Learning Centers Program. They can be found on the United States Department of Education website: http://www.ed.gov/policy/fund/reg/edgarReg/edlite-edgar_apxa.html.

- Part 76-State-Administered programs
- Part 77-Definitions that Apply to Department Regulations
- Part 80-Uniform Administrative Requirements for the Grants and Cooperative Agreements to States and Local Governments
- Part 82-New Restrictions on Lobbying
- Part 85, Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)
- Part 99-Family Educational Rights and Privacy.

Applicants must comply with applicable state laws that may include teacher certification requirements, childcare licensing requirements, transportation requirements and state and local health, safety and fire codes.

What selection criteria apply to this competition?

Five criteria will be used to evaluate applications for funding. The relative weight for each criterion is indicated in parentheses. The intent in this section is to identify the selection criteria and help applicants understand how it will be applied during the review process. Each selection criterion is presented in bold type below and followed by supporting guidance regarding how the criterion applies to this competition. The peer reviewers of the applications will use these criteria to guide the reviews, so it is in your interest to be familiar with them. See also the Grant Application Rating Form available on the 21st CCLC website. <http://doe.sd.gov/oess/21cent/appprocess.asp>

The State reserves the right to consider equality in the geographic areas and grade levels served as well as; previous experience with the 21st CCLC program. The State reserve the right to visit sites prior to awarding of the grant to verify content of application.

1) Need for project (15 points)

It must be demonstrated that there is data to support that students at the site(s) are in need of services/or at risk of educational failure.

Clearly describe the needs of the proposed target population, for example:

- Are the students to be served attending a school that is in the program improvement category?
- Are the students exposed to factors such as poverty, limited English proficiency, dropout rates, truancy, juvenile delinquency rates, or unmet child care needs, etc. that place them at risk of failing to achieve success in school?
- Are the students in need of academic improvement based upon individual performance?
- Are there programs currently in place to serve these children?

2) Quality of project design (35 points) (Scoring in this section may also include input from requested input from student groups.)

(See section entitled “What are the components of a high-quality after-school program?” in Non-Regulatory Guidelines Page 26 and 34)

- The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, and measurable
- The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

- The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population
- The extent to which the results of the evaluation requirements will be used to refine, improve, and strengthen the program

Awards will be made to projects that demonstrate they are of high quality. Project quality will be based upon

- The project's clearly defined goals, objectives, and outcomes
 - the proposed measurement of these goals, objectives, and outcomes
 - the ability to show a direct relationship between the goals, objectives, and outcomes to the state's academic achievement standards
 - whether the programs will result in academic improvement in math and reading
- Whether the project design will meet the needs of the target population
- Substantial evidence that the local educational agency (LEA) is a supportive and cooperative partner if applicant is not an LEA.
- The comprehensiveness of the program offerings, the duration of the program, and the length of time each week the program will be operating
- Details showing that the applicant, or the applicant's partner, has had prior success with a previous 21st CCLC grant or with another out-of-school program
- The degree to which information from evaluation tools will be used to refine and improve programming. (Successful applicants will be required to participate in the 21st CCLC profile and Performance Information Collection System ([PPICS]). An annual report to the State will also be required as well as a Project Completion financial report.) Programs whose attendees consistently fail to meet performance standards will be provided with additional technical assistance and/or considered for fund reduction. Applicants are welcome to consider additional evaluation locally.

3) Adequacy of resources (20 points)

Applicants should show the adequacy of support, including facilities, equipment, supplies, and other resources from the participating applicant organizations. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits also will be evaluated.

Adequacy of project resources will be determined by considering the project's ability to provide facilities, transportation, equipment, supplies, and staff that will result in a high quality program as described in the grant application. Applicants will be required to make all assurances required by statute, including the assurance that funds obtained under this program supplement and do not supplant "other Federal, State and local public funds." Considerations will include:

- Population to be served and the needs of the population
- Whether the facilities, equipment, and transportation are adequate to carry out the program described in the grant application and meet required state health, safety, and fire code standards
- The reasonableness of cost in relation to the number of persons to be served
- The reasonableness of costs in relation to the expected outcomes
- If using alternate sites, whether the project location is at least as available and accessible to the students to be served as if the program were located in an elementary, middle, or secondary school and whether the applicant has addressed transportation to and from the site
- If to fund an existing program, whether funds will supplement and not supplant current federal, state or local funds
- If assessing a fee, whether there is an effective process for assuring families are not prevented from participating due to financial considerations. (If fees are charged the funding resulting from these fees must be spent for the program in the current fiscal year.

- Whether the project has identified and clearly explained a feasible plan for sustainability once funding under the 21st CCLC program is no longer available

Keep in mind the following statute:

According to SDCL 26-6-14 (7), all before and after school programs are required to be licensed, regardless of funding source, to assure they meet minimum health, fire, and life safety standards. SDCL 26-6-27 does allow for an exemption for tutoring programs that strictly assist children with school work. Training is required as a part of licensure so be sure to allow for that in your application. For additional clarification contact Carroll Forsch at 1-800-227-3020

4) Quality of the management plan (20 points)

Applicants will be scored on the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing tasks. Points will also be awarded for how the applicant will assure that a diversity of perspectives is brought to bear in the operation of the proposed project.

A quality management plan will include, at a minimum:

- a detailed budget and budget narrative
- staffing needs and the qualifications and responsibilities of the staff timelines for achieving clearly delineated objectives
- how the applicant will assure a diversity of perspectives is considered in the management of the project
- Plans for sustainability and how it will be achieved
- Evidence of the level of participation of school administrators representing the schools that the targeted students attend.
- The type, quality, and quantity of initial and ongoing staff training and how that training will be provided and funded. . A minimum of \$2000 annually for professional development of the staff needs to be included in the budget.
- the management plan should demonstrate the clear management responsibilities of the partners to the application

5) Cooperation and participation with other entities in the community as well as coordination of state and federal programs. (10 points)

Under this component, project applicants will be required to demonstrate that they have established collaborations among various community organizations. Applicants will demonstrate strength of cooperation by showing they have the support of upper level administrators of the cooperating entities and that they have consulted with those who will conduct the work of the project including the following:

- Substantial evidence that LEA is cooperative partner if applicant is not an LEA.
- Whether the project will stimulate development and coordination among appropriate organizations that are also serving the target population.

How do I prepare an application for a 21st Century Community Learning Centers grant?

Carefully read the entire application, instructions, and the Non-Regulatory Guidance and review the application forms before beginning to prepare an application. These documents identify who is eligible to apply under this competition, what applicants must propose, what must be contained in an application, and what criteria will be used to evaluate applications. A completed application must contain the following sections, in the order provided below:

1. **Cover Pages.** The applicant must provide the contact information and descriptive information requested including individual partnership forms for each partner. (Form provided)
2. **Table of Contents** (This is not part of the form). Include a one-page table of contents.
3. **Eligibility Demographics** (Form Provided)
4. **Program Summary and Abstract.** (Form provided) The abstract should briefly describe the community needs being addressed, including the participants to be served, the objectives and the activities proposed to meet them, and the intended outcomes. If there is not enough room on this form to provide all the required information, the applicant may include a continuation page.
5. **Program Narrative.** (This is not part of the form). **Applicants must limit the application narrative to no more than 20 double-spaced, standard-type pages.** In the experience of the federally administered program, reviewers have found that applicants can successfully describe their programs within this limit. In preparing the program narrative, applicants should keep in mind the selection criteria that will be used to evaluate applications, and ensure that each of these criteria is addressed. Section §4204 of the statute (see Appendix I) describes some other factors applicants must address in their applications. Each application submitted must include:
 - an assurance that the program will primarily target students who attend schools eligible for school-wide Title I programs or high poverty schools and the families of such students
 - an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families)
 - a description of how the activity is expected to improve student academic achievement
 - a description of how the activities will meet the principles of effectiveness described in section 4205(b) (see Appendix I)
 - if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers
 - a description of how the program will provide for transportation
 - an assurance that funds under this part will be used to increase the level of state, local, and other non-federal funds and in no case supplant federal, state, local, or non-federal funds
 - a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the

academic performance, achievement, and positive youth development of the students including, in the case of an existing 21st CCLC, submission of the most recent Adequate Yearly Progress (APR)

- if the program plans to charge a fee, a description of how it will assure that eligible individuals are not prevented from participating due to their financial condition
- a description of the before and after school or summer recess activities to be funded, including:
 - an assurance that the program will take place in a safe and easily accessible facility
 - a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home
 - a description of how the eligible entity will disseminate information about the community learning centers (including its location) to the community in a manner that is understandable and accessible
- a description of a preliminary plan for how the community learning center will continue after funding under this part ends
- an identification of federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources
- an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend
- a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate
- an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application
- such other information and assurances as the state educational agency may reasonably require

6. **Budget and Budget Narrative.** Use the budget form in the application packet to provide a complete budget summary **for each year of the project**. A **narrative is also required** (form not provided – but examples are given) that explains: (1) the basis for estimating the costs of salaries, benefits, project staff travel, materials and supplies, professional development, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; and (3) a detailed description, as applicable, explaining in-kind support or funding provided by partners in the project. A breakdown of categories is provided on page 10 of the application.

Carryover Restriction: A grantee may request to carryover up to 25 percent of its annual award from one grant period to the next. The carryover request must justify the use of carryover funds and include a revised budget for the following grant period. The carryover request may be denied by the Department of Education if the Department determines that the grantee is not making substantial progress or the request is not warranted.

7. Financial Management Questionnaire: Attachment B in the application is required to be filled out and submitted by all applicants. The questionnaire will provide the Department of Education with financial information to see if the applicant has the fiscal capacity to manage the 21st Century Community Learning Center grant. It is highly recommended that entities that are not LEA's form a partnership with an LEA, and use the LEA as its fiscal agent.

8. Affirmation of Consultation with Private School Officials: All LEAs/applicants who have a private school in their attendance area are required to fill out Attachment C in the application. All LEAs/applicants applying for 21st CCLC grants must notify and offer program attendance to private schools in the attendance area.

9. Assurances. (Exact form to be signed is attached to application.) Carefully read, sign and date the assurances. Attachment B

10. GEPA 427 (Attachment D)

- Equitable Access and Participation. General Education Provisions Act (GEPA) section 427 requires every applicant (other than an individual person) to include in its application a description of the steps the applicant proposes to ensure **equitable access** to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. Explain how information about the program and its location will be disseminated as well as assurances that eligible, targeted students attending private schools will be included as participants. Instructions about how an applicant may comply with these requirements are provided in Appendix II.

11. Appendix. (Optional) Each application MAY be accompanied by an appendix, LIMITED to the following:

- Letters of commitment and other evidence of cooperation such as agreements should be included in this section of the Appendix to clearly document the role and contribution of each member.
- Evidence of previous success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the consortium or the activities/services proposed in the narrative section of the application.

Other attachments to the application are strongly discouraged! Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc., will not be reviewed nor will they be returned to the applicant.

Applicants selected for a 21st Century Community Learning Center grant will be required to attend a State sponsored orientation meeting prior to receiving their award. This year's meeting is scheduled for July 8, 2008. This is the second day of the State 21st CCLC Conference (scheduled for July 7-8, 2008 in Pierre) which will be provided free of charge (excluding mileage) to all staff of grantees.

How do I submit an application?

To be reviewed for funding, all applications must:

- Meet eligibility requirements
- Be complete with one original and four copies
- Be received by the deadline
- Meet page limit requirements
- Include all required documents

The deadline for transmitting applications is **February 22, 2008**. All applications must be received or **postmarked on or before** that date. This closing date and procedures for guaranteeing timely submission will be strictly observed. **No supplemental or revised information from applicants—including letters of recommendation mailed separately—will be accepted after the closing date, or after an application has been submitted. An original and four complete copies must be submitted.** Applications may be delivered by mail, courier or hand before the deadline date. We encourage applicants to carefully review the procedures for submitting their materials.

All applicants must submit one signed original and four additional copies of the entire application. Applicants are also encouraged to submit all copies of the application together in one package, to ensure that the same application is not logged more than once. **Do not send your application, or copies of your application, to any other office within the Department of Education.** Applications submitted by mail must be sent to the following address:

South Dakota Department of Education
21st Century Community Learning Centers
Attn: Sue Burgard
700 Governors Drive
Pierre, SD 57501-2291

To **prove that an application was transmitted in a timely manner**, an application must show proof of mailing consisting of one of the following:

1. A legibly dated U.S. Postal Service postmark.
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service
3. A dated shipping label, invoice, or receipt from a commercial carrier
4. Any other proof of mailing acceptable to the Department of Education

If an application is sent through the U.S. Postal Service, the Secretary **does not** accept either of the following as proof of mailing:

1. A private metered postmark
2. A mail receipt that is not dated by the U.S. Postal Service

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office. Applicants are encouraged to use registered or first-class mail. Each late applicant will be notified that its application will not be considered. **Applications delivered by hand or by courier service** must be taken to mailing address mentioned above.

The Department will accept deliveries between **8:00 am and 5:00 pm (CST)** daily except Saturdays, Sundays, and state holidays. In order for an application sent through a courier service to be considered timely, the courier service must be in receipt of the application on or before the closing date of February 22, 2008. All applicants submitting applications in a timely manner will receive a **Grant Application Receipt Acknowledgment by mail/e-mail**. If you fail to receive a notification of application receipt within thirty (30) days from the closing date, call Sue Burgard at (605) 773-5238.

APPLICATION CHECKLIST AND REQUIRED FORMS

One original and four copies of the application are due by February 22, 2008.

A complete application must include, *in the order given below*, the following sections:

- _____ **Cover Pages and partnership agreements (Forms included)**
- _____ **Table of Contents**
- _____ **Eligibility Demographics (Form included)**
- _____ **Program Summary and Abstract (Form included)**
- _____ **Program Narrative**
- _____ **Budget (Form included)**
- _____ **Budget Narrative (Must be detailed)**
- _____ **Financial Management Questionnaire (Form included)**
- _____ **Affirmation of Consultation with Private School Officials (If applicable)**
(Form included)
- _____ **Assurances (exact form that must be signed is included)**
- _____ **GEPA 427**
- _____ **Appendix (optional)**

Other attachments to the application are strongly discouraged! Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc., will not be reviewed nor will they be returned to the applicant.

This form is for your own use and should not be submitted with your application!

NOTE: THE GRANT APPLICATION FORM MAY BE DOWNLOADED FROM THE WEB
<http://doe.sd.gov/oess/21cent/appprocess.asp>.

“Instructions for Completing an Application for a Grant” and the “Non-Regulatory Guidance” from the U.S. Department of Education are available at that site. These two documents do not contain the required application form. The application form is a separate link on that page. Information in all three of these documents is important to consider in the application process.

Technical assistance is available from: Sue Burgard
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sue.burgard@state.sd.us

Other information about the statute is available in the US Non-Regulatory Guidance available on the website - <http://doe.sd.gov/oess/21cent/appprocess.asp>